



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2008  
Code: 10001129  
SAU: Acton School Department  
School: Acton Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 8

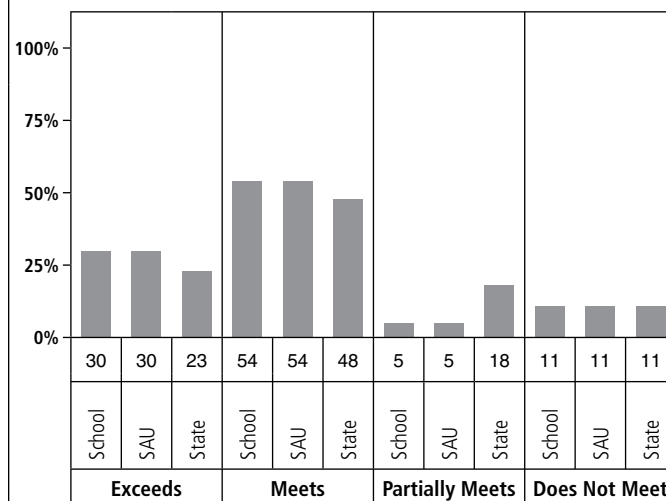
SAU: Acton School Department

School: Acton Elementary School

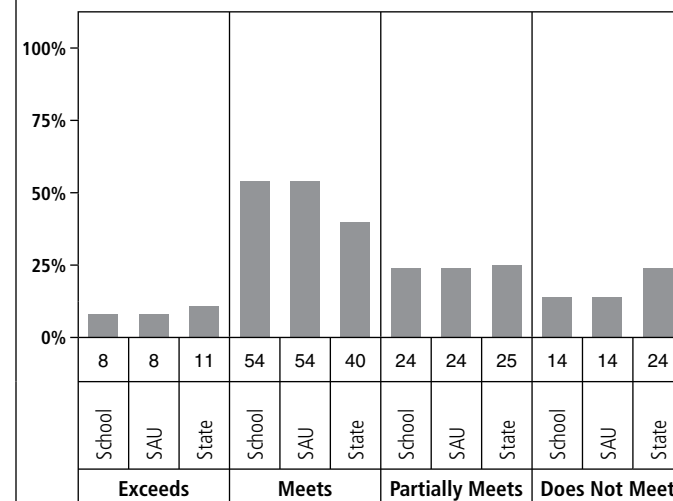
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	848	848	845
2006–2007	855	855	847
<b>2007–2008</b>	<b>854</b>	<b>854</b>	<b>849</b>
Cum. Avg. *	852	852	847
<b>Mathematics</b>			
2005–2006	840	840	840
2006–2007	850	850	842
<b>2007–2008</b>	<b>845</b>	<b>845</b>	<b>841</b>
Cum. Avg. *	845	845	841
<b>Science &amp; Technology</b>			
2005–2006	847	847	846
2006–2007	851	851	847
<b>2007–2008</b>	<b>851</b>	<b>851</b>	<b>847</b>
Cum. Avg. *	850	850	847

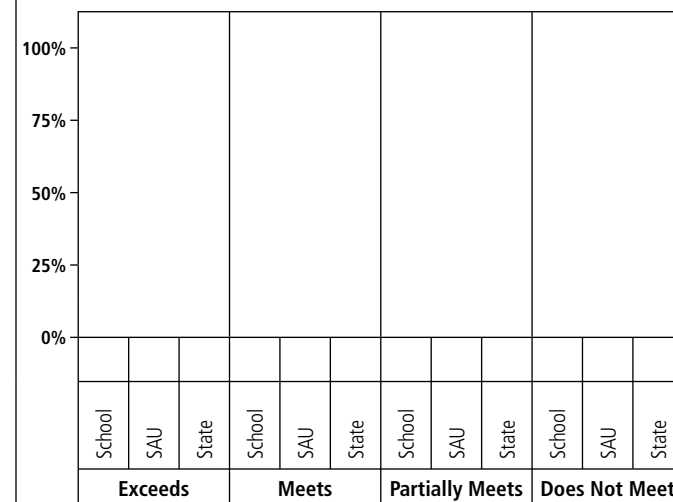
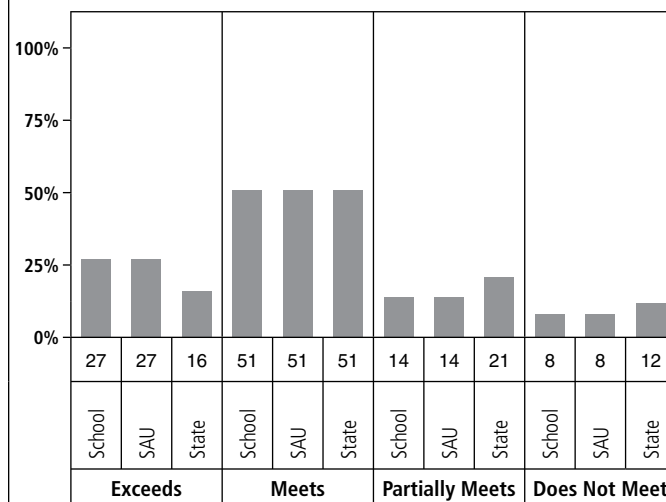
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 8  
 SAU: Acton School Department  
 School: Acton Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	37	100	37	100	15274	100	37	100	37	100	15102	99	37	100	37	100	15097	99	37	100	37	100	15080	99						
Ethnicity	African American/Black						0	0	0	0	356	97	0	0	0	0	360	98	0	0	0	0	356	97						
	American Indian or Native Alaskan						0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
	Asian or Pacific Islander						0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98						
	Hispanic						0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
	Caucasian/White						37	100	37	100	14312	99	37	100	37	100	14302	99	37	100	37	100	14289	99						
	Not Reported						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	7	19	7	19	2508	16	7	100	7	100	2446	98	7	100	7	100	2441	98	7	100	7	100	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	9	24	9	24	5420	35	9	100	9	100	5329	99	9	100	9	100	5324	99	9	100	9	100	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	30	81	30	81	12703	83	31	84	31	84	12694	83	31	84	31	84	12710	83						
Identified disability (PET/IEP)	0	0	0	0	437	3	1	3	1	3	421	3	1	3	1	3	445	4						
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1						
504 plan	0	0	0	0	229	2	0	0	0	0	231	2	0	0	0	0	230	2						
Participation with accommodations	7	19	7	19	2221	15	6	16	6	16	2227	15	6	16	6	16	2197	14						
Identified disability (PET/IEP)	7	100	7	100	1832	82	6	100	6	100	1844	83	6	100	6	100	1813	83						
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6						
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3						
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9						
Participation through alternate assessment (PAAP)	0	0	0	0	177	1	0	0	0	0	176	1	0	0	0	0	173	1						
Identified disability (PET/IEP)	0	0	0	0	177	100	0	0	0	0	176	100	0	0	0	0	173	100						
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0						
Non-participation – other	0	0	0	0	140	1	0	0	0	0	143	1	0	0	0	0	160	1						

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 8  
SAU: Acton School Department  
School: Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	9	26	9	26	2695	17
	2006-2007	7	23	7	23	2407	16
	<b>2007-2008</b>	<b>11</b>	<b>30</b>	<b>11</b>	<b>30</b>	<b>3428</b>	<b>23</b>
	Cum. Total*	27	27	27	27	8530	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	12	35	12	35	6830	42
	2006-2007	19	63	19	63	7494	49
	<b>2007-2008</b>	<b>20</b>	<b>54</b>	<b>20</b>	<b>54</b>	<b>7179</b>	<b>48</b>
	Cum. Total*	51	50	51	50	21503	46
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	6	18	6	18	3741	23
	2006-2007	2	7	2	7	3628	24
	<b>2007-2008</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>2706</b>	<b>18</b>
	Cum. Total*	10	10	10	10	10075	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	7	21	7	21	3003	18
	2006-2007	2	7	2	7	1810	12
	<b>2007-2008</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>11</b>	<b>1611</b>	<b>11</b>
	Cum. Total*	13	13	13	13	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	39.4	70.4	39.4	70.4	36.9	65.9
<b>Literary Text</b>	<b>28</b>	<b>50</b>	19.5	69.6	19.5	69.6	18.3	65.4
<b>Informational Text</b>	<b>28</b>	<b>50</b>	19.9	71.1	19.9	71.1	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008

Grade: 8

SAU: Acton School Department

School: Acton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	37	11	30	20	54	2	5	4	11	854	37	30	54	5	11	854	14924	23	48	18	11	849
<b>Ethnicity</b>																						
African American/Black	0										0						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	37	11	30	20	54	2	5	4	11	854	37	30	54	5	11	854	14149	23	49	18	10	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	1	14	1	14	1	14	4	57	827	7	14	14	14	57	827	2269	3	24	32	42	833
No	30	10	33	19	63	1	3	0	0	860	30	33	63	3	0	860	12655	27	52	16	5	852
<b>Current LEP</b>																						
Yes	0										0						308	8	30	27	34	837
No	37	11	30	20	54	2	5	4	11	854	37	30	54	5	11	854	14616	23	48	18	10	850
<b>Economically disadvantaged</b>																						
Yes	9	2	22	3	33	1	11	3	33	842	9	22	33	11	33	842	5222	12	44	25	19	843
No	28	9	32	17	61	1	4	1	4	858	28	32	61	4	4	858	9702	29	50	14	7	853
<b>Migrant</b>																						
Yes	0										0						7	0	86	0	14	850
No	37	11	30	20	54	2	5	4	11	854	37	30	54	5	11	854	14917	23	48	18	11	849
<b>Gender</b>																						
Female	16	5	31	10	63	0	0	1	6	858	16	31	63	0	6	858	7198	30	48	15	7	853
Male	21	6	29	10	48	2	10	3	14	851	21	29	48	10	14	851	7726	17	49	21	14	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						807	9	41	32	18	842
No	37	11	30	20	54	2	5	4	11	854	37	30	54	5	11	854	14117	24	49	17	10	850
<b>Gifted/talented program</b>																						
Yes	4										4						592	71	28	1	0	867
No	33	7	21	20	61	2	6	4	12	851	33	21	61	6	12	851	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Acton School Department

School: Acton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State													
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%	%	%	%	%			%	%	%	%	%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	3 31 61 6	0 4 7 0	0 36 32 0	0 6 12 1	0 55 55 50	0 0 1 1	0 0 5 50	0 1 2 0	100 9 9 0	818 856 856 843	3 31 61 6	0 36 32 0	0 55 55 50	0 0 5 0	100 9 9 0	818 856 856 843	9 46 41 5	10 20 28 28	39 50 49 44	24 20 15 15	26 11 7 12	841 849 852 850								
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	25 61 11 3	5 5 1 0	56 23 25 0	4 14 1 0	44 64 25 0	0 1 0 1	0 5 0 100	0 2 2 0	0 9 50 0	865 853 839 832	25 61 11 3	56 23 25 0	44 64 25 0	0 5 0 100	0 9 50 0	865 853 839 832	33 53 11 3	31 21 14 6	48 51 41 34	14 19 25 26	7 9 20 35	853 849 844 836								
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	36 39 25 0	6 4 1 0	46 29 11 0	7 7 5 0	54 50 56 0	0 1 1 0	0 7 11 0	0 2 2 0	0 14 22 0	863 853 843 0	36 39 25 0	46 29 11 0	54 50 56 0	0 7 11 0	0 14 22 0	863 853 843 0	31 49 18 2	42 19 5 4	44 54 42 29	8 19 31 32	6 9 22 34	857 849 840 835								
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	3 89 9	0 9 2	0 29 67	0 18 1	0 58 33	1 1 0	100 3 0	0 3 0	0 10 0	832 854 873	3 89 9	0 29 67	0 58 33	100 3 0	0 10 0	832 854 873	15 65 19	16 23 30	44 49 49	22 18 14	18 9 8	845 850 852								
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	6 44 50	0 6 5	0 38 28	0 8 11	0 50 61	0 1 1	0 6 6	2 1 1	100 6 6	812 857 856	6 44 50	0 38 28	0 50 61	0 6 6	100 6 6	812 857 856	9 53 38	8 17 36	33 51 48	28 21 11	31 11 5	838 848 855								
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	31 67 3	5 6 0	45 25 0	4 15 0	36 63 0	0 2 0	0 8 0	2 1 1	18 4 100	855 855 818	31 67 3	45 25 0	36 63 0	0 8 0	18 4 100	855 855 818	43 51 6	23 25 9	48 49 43	19 17 24	10 9 23	849 851 842								
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	8 39 22 31	1 6 3 1	33 43 38 9	2 8 4 5	67 57 50 45	0 0 0 2	0 0 0 18	0 0 1 3	0 0 13 27	856 864 855 841	8 39 22 31	33 43 38 9	67 57 50 45	0 0 0 18	0 0 13 27	856 864 855 841	18 41 13 28	31 28 20 12	47 49 49 47	13 15 18 26	9 7 12 16	852 852 848 844								
<b>How do you feel about the following statement?</b> <i>"My knowledge of reading will be useful to me as an adult."</i> A. strongly agree B. agree C. disagree D. strongly disagree	44 53 3 0	7 4 0 0	44 21 0 0	7 11 1 0	44 58 100 0	2 0 0 0	13 0 0 0	0 4 0 0	0 21 0 0	859 850 852 0	44 53 3 0	44 21 0 0	44 58 100 0	13 0 0 0	0 21 0 0	859 850 852 0	43 48 6 2	31 18 11 6	48 50 43 36	14 20 24 32	7 12 21 26	853 848 843 839								
<b>Optional school/SAU question</b> A. B. C. D.	100 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 0 0 0	50 0 0 0	1 0 0 0	50 0 0 0	820 0 0 0	100 0 0 0	0 0 0 0	0 0 50 50	50 50 13 27	820 820 855 841	820 820 855 841	820 820 13 28	0 0 20 12	0 0 49 47	50 18 43 36	20 12 21 32	21 12 21 26	843 839 843 839							

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008

Grade: 8

SAU: Acton School Department

School: Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	3	9	3	9	1714	11
	2006-2007	8	27	8	27	1952	13
	<b>2007-2008</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>8</b>	<b>1657</b>	<b>11</b>
	Cum. Total*	14	14	14	14	5323	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	12	35	12	35	5533	34
	2006-2007	10	33	10	33	5870	38
	<b>2007-2008</b>	<b>20</b>	<b>54</b>	<b>20</b>	<b>54</b>	<b>5956</b>	<b>40</b>
	Cum. Total*	42	42	42	42	17359	37
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	11	32	11	32	4764	29
	2006-2007	9	30	9	30	3982	26
	<b>2007-2008</b>	<b>9</b>	<b>24</b>	<b>9</b>	<b>24</b>	<b>3729</b>	<b>25</b>
	Cum. Total*	29	29	29	29	12475	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	8	24	8	24	4251	26
	2006-2007	3	10	3	10	3534	23
	<b>2007-2008</b>	<b>5</b>	<b>14</b>	<b>5</b>	<b>14</b>	<b>3579</b>	<b>24</b>
	Cum. Total*	16	16	16	16	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>16</b>	<b>29</b>	8.2	51.3	8.2	51.3	8.4	52.5
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>25</b>	7.4	52.9	7.4	52.9	5.9	42.1
<b>Cluster 3: Mathematical Decision Making</b>	<b>8</b>	<b>14</b>	4.8	60.0	4.8	60.0	4.6	57.5
<b>Cluster 4: Patterns</b>	<b>18</b>	<b>32</b>	10.1	56.1	10.1	56.1	8.9	49.4

## Cluster 1: Numbers and Operations

A. Numbers and Number Sense

B. Computation

I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

E. Geometry

F. Measurement

## Cluster 3: Mathematical Decision Making

C. Data Analysis and Statistics

D. Probability

## Cluster 4: Patterns

G. Patterns, Relations, and Functions

H. Algebra Concepts

K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 8  
SAU: Acton School Department  
School: Acton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	37	3	8	20	54	9	24	5	14	845	37	8	54	24	14	845	14921	11	40	25	24	841
<b>Ethnicity</b>																						
African American/Black	0										0						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	37	3	8	20	54	9	24	5	14	845	37	8	54	24	14	845	14140	11	41	25	23	841
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	0	0	3	43	4	57	821	7	0	0	43	57	821	2265	1	14	22	62	824
No	30	3	10	20	67	6	20	1	3	850	30	10	67	20	3	850	12656	13	45	26	17	844
<b>Current LEP</b>																						
Yes	0										0						315	5	24	20	51	828
No	37	3	8	20	54	9	24	5	14	845	37	8	54	24	14	845	14606	11	40	25	23	841
<b>Economically disadvantaged</b>																						
Yes	9	1	11	3	33	2	22	3	33	839	9	11	33	22	33	839	5217	5	30	29	37	834
No	28	2	7	17	61	7	25	2	7	847	28	7	61	25	7	847	9704	15	45	23	17	845
<b>Migrant</b>																						
Yes	0										0						7	0	43	43	14	838
No	37	3	8	20	54	9	24	5	14	845	37	8	54	24	14	845	14914	11	40	25	24	841
<b>Gender</b>																						
Female	16	1	6	9	56	4	25	2	13	844	16	6	56	25	13	844	7199	11	40	26	23	841
Male	21	2	10	11	52	5	24	3	14	846	21	10	52	24	14	846	7722	11	40	24	25	841
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						806	3	20	30	47	831
No	37	3	8	20	54	9	24	5	14	845	37	8	54	24	14	845	14115	12	41	25	23	842
<b>Gifted/talented program</b>																						
Yes	4										4						592	58	39	2	1	864
No	33	2	6	17	52	9	27	5	15	843	33	6	52	27	15	843	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Acton School Department

School: Acton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	3 31 61 6	0 1 2 0	0 9 9 0	0 7 12 0	0 64 55 0	0 2 5 2	0 18 23 100	1 1 3 0	100 9 14 0	800 850 845 833	3 31 61 6	0 9 9 0	0 64 55 0	0 18 23 100	100 9 14 0	800 850 845 833	9 46 41 5	5 10 14 14	30 40 42 38	23 26 25 23	41 25 19 24	833 840 843 842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	36 42 17 6	3 0 0 0	23 0 0 0	8 8 3 0	62 53 50 0	2 5 1 1	15 33 17 50	0 2 2 1	0 13 33 50	856 843 833 822	36 42 17 6	23 0 0 0	62 53 50 0	15 33 17 50	0 13 33 50	856 843 833 822	30 50 17 4	17 10 6 3	43 42 32 18	22 26 29 25	18 22 33 54	845 841 836 828
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	22 47 28 3	1 1 1 0	13 6 10 0	4 10 5 0	50 59 50 0	2 5 2 0	25 29 20 0	1 1 2 1	13 6 20 100	848 848 841 800	22 47 28 3	13 6 10 0	50 59 50 0	25 29 20 0	13 6 20 100	848 848 841 800	26 45 23 5	29 7 1 1	46 46 26 14	14 27 34 29	11 20 38 57	851 841 833 827
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	18 79 3	0 3 0	0 11 0	3 16 0	50 59 0	2 5 1	33 19 100	1 3 0	17 11 0	837 849 832	18 79 3	0 11 0	50 59 0	33 19 100	17 11 0	837 849 832	34 52 13	4 10 33	35 43 40	28 26 14	32 21 13	836 842 852
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	39 58 3	2 1 0	14 5 0	7 12 0	50 57 0	4 5 0	29 24 0	1 3 1	7 14 100	849 844 800	39 58 3	14 5 0	50 57 0	29 24 0	7 14 100	849 844 800	44 50 6	10 13 9	40 42 27	26 24 27	25 21 38	840 843 835
How often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	3 3 6 89	0 0 0 3	0 0 0 9	0 0 1 18	0 0 50 56	0 0 0 9	0 0 0 28	1 1 1 2	100 100 50 6	810 810 829 848	3 3 6 89	0 0 0 9	0 0 50 56	0 0 0 28	100 100 50 6	810 810 829 848	9 16 28 48	6 8 12 13	38 38 41 40	27 27 27 23	29 27 21 24	837 839 843 842
How often do you use calculators in mathematics class? A. almost every day B. two or three times a week C. two or three times each month D. never or almost never	36 47 8 8	1 1 0 1	8 6 0 33	10 8 1 0	77 47 33 0	1 8 0 0	8 47 0 0	1 0 2 2	8 0 67 67	851 845 823 837	36 47 8 8	8 6 0 33	77 47 33 0	8 47 0 0	8 0 67 67	851 845 823 837	38 33 18 11	14 10 10 7	42 41 36 34	23 26 27 26	21 23 27 33	843 841 840 836
How do you feel about the following statement? “My knowledge of mathematics will be useful to me as an adult.” A. strongly agree B. agree C. disagree D. strongly disagree	53 42 6 0	2 1 0 0	11 7 0 0	11 7 1 0	58 47 50 0	4 5 0 0	21 33 0 0	2 2 1 0	11 13 50 0	848 844 821 0	53 42 6 0	11 7 0 0	58 47 50 0	21 33 0 0	11 13 50 0	848 844 821 0	54 38 6 2	14 8 6 3	44 36 31 23	23 27 28 25	18 28 36 49	844 838 835 831
Optional school/SAU question A. B. C. D.	100 0 0 0	0 0 0 0	0 0 0 0	0 0 1 0	0 0 50 0	1 0 0 0	50 0 0 0	1 0 0 0	50 0 0 0	822 0 0 0	100 0 0 0	0 0 0 0	0 0 50 50	50 0 0 50	822 0 0 0	822 0 0 0						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008

Grade: 8

SAU: Acton School Department

School: Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	2	6	2	6	1879	12
	2006-2007	6	20	6	20	2192	14
	<b>2007-2008</b>	<b>10</b>	<b>27</b>	<b>10</b>	<b>27</b>	<b>2371</b>	<b>16</b>
	Cum. Total*	18	18	18	18	6442	14
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	20	59	20	59	8604	53
	2006-2007	15	50	15	50	7916	52
	<b>2007-2008</b>	<b>19</b>	<b>51</b>	<b>19</b>	<b>51</b>	<b>7630</b>	<b>51</b>
	Cum. Total*	54	53	54	53	24150	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	9	26	9	26	3618	22
	2006-2007	9	30	9	30	3340	22
	<b>2007-2008</b>	<b>5</b>	<b>14</b>	<b>5</b>	<b>14</b>	<b>3175</b>	<b>21</b>
	Cum. Total*	23	23	23	23	10133	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	3	9	3	9	2174	13
	2006-2007	0	0	0	0	1865	12
	<b>2007-2008</b>	<b>3</b>	<b>8</b>	<b>3</b>	<b>8</b>	<b>1731</b>	<b>12</b>
	Cum. Total*	6	6	6	6	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	9.1	65.0	9.1	65.0	8.1	57.9
Cluster 2: Physical Sciences	14	25	7.9	56.4	7.9	56.4	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	8.1	57.9	8.1	57.9	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	9.0	64.3	9.0	64.3	8.5	60.7

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Test Date: March 2008

Grade: 8

SAU: Acton School Department

School: Acton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	37	10	27	19	51	5	14	3	8	851	37	27	51	14	8	851	14907	16	51	21	12	847
<b>Ethnicity</b>																						
African American/Black	0										0						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	37	10	27	19	51	5	14	3	8	851	37	27	51	14	8	851	14129	16	52	21	11	848
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	2	29	2	29	3	43	833	7	0	29	29	43	833	2258	3	29	31	37	836
No	30	10	33	17	57	3	10	0	0	855	30	33	57	10	0	855	12649	18	55	20	7	850
<b>Current LEP</b>																						
Yes	0										0						315	4	29	25	42	834
No	37	10	27	19	51	5	14	3	8	851	37	27	51	14	8	851	14592	16	52	21	11	848
<b>Economically disadvantaged</b>																						
Yes	9	3	33	1	11	3	33	2	22	844	9	33	11	33	22	844	5206	8	45	28	20	842
No	28	7	25	18	64	2	7	1	4	853	28	25	64	7	4	853	9701	20	55	18	7	850
<b>Migrant</b>																						
Yes	0										0						7	29	57	14	0	852
No	37	10	27	19	51	5	14	3	8	851	37	27	51	14	8	851	14900	16	51	21	12	847
<b>Gender</b>																						
Female	16	3	19	10	63	2	13	1	6	849	16	19	63	13	6	849	7196	14	52	23	12	847
Male	21	7	33	9	43	3	14	2	10	852	21	33	43	14	10	852	7711	18	51	20	12	848
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						804	6	38	34	22	841
No	37	10	27	19	51	5	14	3	8	851	37	27	51	14	8	851	14103	16	52	21	11	848
<b>Gifted/talented program</b>																						
Yes	4										4						592	63	35	1	0	865
No	33	7	21	18	55	5	15	3	9	849	33	21	55	15	9	849	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Acton School Department

School: Acton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	0	0	0	0	1	100	818	3	0	0	0	100	818	9	10	40	26	23	842
B. less than one hour	31	3	27	7	64	0	0	1	9	853	31	27	64	0	9	853	46	14	52	22	12	847
C. one to two hours	61	7	32	11	50	3	14	1	5	853	61	32	50	14	5	853	41	19	53	19	9	849
D. more than two hours	6	0	0	1	50	1	50	0	0	842	6	0	50	50	0	842	5	19	47	21	14	848
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	22	1	13	6	75	1	13	0	0	852	22	13	75	13	0	852	29	19	54	19	9	849
B. They match some of what I have learned.	50	7	39	9	50	1	6	1	6	855	50	39	50	6	6	855	49	16	51	22	11	848
C. They match just a little of what I have learned.	22	2	25	4	50	0	0	2	25	848	22	25	50	0	25	848	18	13	51	23	13	846
D. There is no match.	6	0	0	0	0	2	100	0	0	836	6	0	0	100	0	836	5	9	39	29	23	842
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	25	4	44	4	44	1	11	0	0	858	25	44	44	11	0	858	23	28	51	13	8	853
B. good	56	4	20	12	60	3	15	1	5	850	56	20	60	15	5	850	54	15	55	21	9	848
C. fair	19	2	29	3	43	0	0	2	29	847	19	29	43	0	29	847	20	5	45	32	18	842
D. poor	0										0						3	2	35	34	29	838
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	23	2	25	5	63	1	13	0	0	856	23	25	63	13	0	856	27	15	49	22	14	846
B. about the same as my regular schoolwork	71	8	32	13	52	1	4	3	12	851	71	32	52	4	12	851	59	15	53	22	10	848
C. easier than my regular schoolwork	6	0	0	1	50	1	50	0	0	845	6	0	50	50	0	845	13	21	51	18	10	850
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	44	3	19	9	56	3	19	1	6	850	44	19	56	19	6	850	40	15	51	22	12	847
B. I tried about the same as I do on my regular schoolwork.	50	7	39	9	50	1	6	1	6	855	50	39	50	6	6	855	55	17	53	21	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	1	50	0	0	1	50	832	6	0	50	0	50	832	5	12	41	25	22	843
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	36	2	15	9	69	1	8	1	8	849	36	15	69	8	8	849	25	11	53	23	13	846
B. the course(s) described in A, plus chemistry	22	2	25	6	75	0	0	0	0	857	22	25	75	0	0	857	24	18	53	20	10	849
C. the course(s) described in B, plus physics	28	5	50	3	30	1	10	1	10	855	28	50	30	10	10	855	22	30	47	14	8	853
D. a life science and physical science class	14	1	20	1	20	2	40	1	20	842	14	20	20	40	20	842	29	8	52	27	14	844
<b>How do you feel about the following statement?</b> <i>"My knowledge of science and technology will be useful to me as an adult."</i>																						
A. strongly agree	25	3	33	4	44	2	22	0	0	854	25	33	44	22	0	854	27	23	51	17	9	851
B. agree	64	6	26	13	57	1	4	3	13	851	64	26	57	4	13	851	54	15	53	21	11	847
C. disagree	11	1	25	2	50	1	25	0	0	850	11	25	50	25	0	850	15	10	50	26	14	845
D. strongly disagree	0										0						4	7	39	30	24	841
<b>How well does the following statement reflect your future goals?</b> <i>"I am interested in a career related to science, technology, engineering, or mathematics."</i>																						
A. strongly agree	25	4	44	5	56	0	0	0	0	858	25	44	56	0	0	858	25	24	52	15	8	851
B. agree	36	2	15	9	69	2	15	0	0	851	36	15	69	15	0	851	37	15	50	22	12	847
C. disagree	22	0	0	4	50	1	13	3	38	839	22	0	50	13	38	839	26	12	53	23	12	846
D. strongly disagree	17	4	67	1	17	1	17	0	0	858	17	67	17	17	0	858	12	8	48	28	15	844
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	2	100	0	0	836	100	0	0	100	0	836						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number